

MARION TWO SCHOOL DISTRICT

P.O. Box 689

Mullins, South Carolina 29574

GRADES PK-12

ENROLLMENT 2,078 Students

SUPERINTENDENT R. Jerry Leviner, Ph.D. 843-464-3700

BOARD CHAIR Samuel McMillan 843-464-3700

FISCAL AUTHORITY District Board/County Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	7	8	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004	Average	Below Average	No

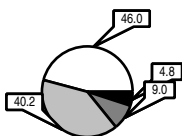
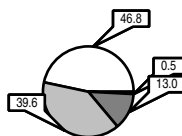
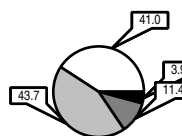
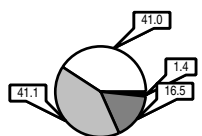
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Mathematics****English/Language Arts****Districts with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	70.9	N/A	N/A	62.7	N/A	N/A
Passed 1 subtest	12.7	N/A	N/A	18.1	N/A	N/A
Passed no subtests	16.4	N/A	N/A	19.3	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	2.2	4.1
Seniors who met the SAT/ACT requirement	2.2	4.1
Seniors who met the grade point average	39.4	36.2

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	985	98.5	46.8	39.7	13.0	0.5	13.5
Gender							
Male	532	97.6	53.0	35.7	11.4	0.0	11.4
Female	453	99.6	39.6	44.4	14.8	1.2	16.0
Racial/Ethnic Group							
White	238	98.3	36.9	41.8	19.6	1.8	21.3
African-American	734	98.5	50.5	39.0	10.3	0.1	10.5
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	20.0	40.0	40.0	0.0	40.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	758	98.8	40.6	42.9	15.8	0.7	16.5
Disabled	227	97.4	67.9	28.8	3.3	0.0	3.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	985	98.5	46.8	39.7	13.0	0.5	13.5
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	984	98.5	46.7	39.8	13.0	0.5	13.5
Socio-Economic Status							
Subsidized meals	794	99.1	49.9	40.0	9.9	0.1	10.0
Full-pay meals	188	95.7	33.3	38.4	26.0	2.3	28.2
Mathematics							
All Students	985	98.7	46.0	40.2	9.0	4.8	13.8
Gender							
Male	532	97.9	46.8	39.1	9.9	4.2	14.1
Female	453	99.6	45.1	41.4	7.9	5.6	13.4
Racial/Ethnic Group							
White	238	98.7	34.5	42.0	14.6	8.8	23.5
African-American	734	98.6	50.1	39.3	7.2	3.4	10.6
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	30.0	50.0	10.0	10.0	20.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	758	99.1	41.0	42.5	10.4	6.1	16.4
Disabled	227	97.4	63.2	32.1	4.2	0.5	4.7
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	985	98.7	46.0	40.2	9.0	4.8	13.8
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	984	98.7	46.0	40.2	9.0	4.8	13.8
Socio-Economic Status							
Subsidized meals	794	99.2	48.5	40.4	7.8	3.3	11.1
Full-pay meals	188	96.3	35.4	39.3	14.0	11.2	25.3

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	154	98.7	33.6	46.2	19.6	0.7	20.3
	Grade 4	156	98.1	45.7	40.4	13.2	0.7	13.9
	Grade 5	159	99.4	40.7	50.0	8.0	1.3	9.3
	Grade 6	187	100.0	33.3	46.8	17.0	2.9	19.9
	Grade 7	176	99.4	53.0	34.5	11.3	1.2	12.5
	Grade 8	175	99.4	50.0	44.0	6.0	N/A	6.0
2004	Grade 3	170	99.4	42.6	34.3	21.9	1.2	23.1
	Grade 4	154	100.0	52.6	37.0	10.4	N/A	10.4
	Grade 5	143	100.0	41.3	44.8	14.0	N/A	14.0
	Grade 6	162	96.9	53.2	35.9	10.3	0.6	10.9
	Grade 7	192	98.4	46.0	41.8	11.6	0.5	12.2
	Grade 8	164	96.3	48.1	43.7	7.6	0.6	8.2

Mathematics								
2003	Grade 3	154	99.4	36.8	50.0	10.4	2.8	13.2
	Grade 4	156	100.0	32.5	55.2	8.4	3.9	12.3
	Grade 5	159	100.0	34.4	48.3	9.3	7.9	17.2
	Grade 6	187	100.0	34.5	44.4	16.4	4.7	21.1
	Grade 7	176	100.0	61.9	28.6	4.8	4.8	9.5
	Grade 8	175	100.0	45.8	49.4	2.4	2.4	4.8
2004	Grade 3	170	100.0	43.5	47.6	7.1	1.8	8.8
	Grade 4	154	100.0	40.3	48.1	9.1	2.6	11.7
	Grade 5	143	100.0	44.1	36.4	11.2	8.4	19.6
	Grade 6	162	96.9	41.7	36.5	14.1	7.7	21.8
	Grade 7	192	99.0	50.5	36.3	9.5	3.7	13.2
	Grade 8	164	96.3	59.5	33.5	3.2	3.8	7.0

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	139	95.7	19.7	31.5	37.0	11.8	48.8
Gender							
Male	60	95.0	24.1	42.6	24.1	9.3	33.3
Female	79	96.2	16.4	23.3	46.6	13.7	60.3
Racial/Ethnic Group							
White	34	97.1	3.4	24.1	44.8	27.6	72.4
African-American	105	95.2	24.5	33.7	34.7	7.1	41.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	113	96.5	6.8	34.0	44.7	14.6	59.2
Disabled	26	92.3	75.0	20.8	4.2	N/A	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	139	95.7	19.7	31.5	31.5	11.8	48.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	139	95.7	19.7	31.5	37.0	11.8	48.8
Socio-Economic Status							
Subsidized meals	106	95.3	21.6	32.0	38.1	8.2	46.4
Full-pay meals	33	97.0	13.3	30.0	33.3	23.3	56.7

Mathematics							
All Students	139	95.7	23.6	34.6	31.5	10.2	41.7
Gender							
Male	60	93.3	32.1	35.8	22.6	9.4	32.1
Female	79	97.5	17.6	33.8	37.8	10.8	48.6
Racial/Ethnic Group							
White	34	97.1	6.9	24.1	44.8	24.1	69.0
African-American	105	95.2	28.6	37.8	27.6	6.1	33.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	113	96.5	11.7	36.9	38.8	12.6	51.5
Disabled	26	92.3	75.0	25.0	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	139	95.7	23.6	34.6	31.5	10.2	41.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	139	95.7	23.6	34.6	31.5	10.2	41.7
Socio-Economic Status							
Subsidized meals	106	96.2	25.5	39.8	28.6	6.1	34.7
Full-pay meals	33	93.9	17.2	17.2	41.4	24.1	65.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	121	95.0%	137	2.2%	146	74.0%	N/A
Gender							
Male	45	93.3%	53	1.9%	55	65.5%	
Female	76	96.1%	84	2.4%	91	79.1%	
Racial/Ethnic Group							
White	33	100.0%	31	6.5%	36	77.8%	
African American	88	93.2%	105	1.0%	108	72.2%	
Asian/Pacific Islander	N/A	N/A	1	I/S	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	108	96.3%	123	2.4%	127	82.7%	
Disabilities other than speech	13	84.6%	14	0.0%	19	15.8%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	0	N/A	
Non-migrant	120	95.0%	137	2.2%	131	77.1%	
English Proficiency							
Limited English proficient	N/A	N/A	1	I/S	1	I/S	
Non-LEP	119	95.0%	136	2.2%	144	73.6%	
Socio-Economic Status							
Subsidized meals	74	93.2%	82	1.2%	90	72.2%	
Full-pay meals	46	97.8%	55	3.6%	56	76.8%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	95.0%	89.9%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	146	191
Number of Diplomas	108	141
Rate	74.0%	75.1%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	467	430	482	440	949	870
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	14.6	16.1	16.3	16.8	15.3	17.1	16.6	17.2	15.8	16.9
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,078)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	8.8%	Up from 0.4%	6.4%	5.3%
Attendance rate	96.0%	Up from 95.7%	96.2%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.4%		9.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	8.1%		7.5%	5.1%
Eligible for gifted and talented	5.1%	No change	6.4%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.3%	Down from 15.7%	10.5%	10.9%
Older than usual for grade	11.6%	Up from 11.0%	7.0%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.9%	Up from 2.3%	1.9%	1.1%
Enrolled in AP/IB programs	8.2%	No change	6.3%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	63	Down from 187	160	157
Completions in adult education GED or diploma programs	4	Down from 27	16	39
Annual dropout rate	2.2%	Down from 2.3%	2.6%	2.9%
Teachers (n= 136)				
Teachers with advanced degrees	33.1%	No change	44.5%	50.0%
Continuing contract teachers	81.6%	Down from 87.8%	79.0%	84.6%
Highly qualified teachers**	96.8%	N/A	90.8%	92.5%
Teachers with emergency or provisional certificates	4.9%		11.3%	4.4%
Teachers returning from previous year	89.1%	Up from 86.3%	86.7%	89.9%
Teacher attendance rate	94.1%	Down from 95.3%	94.1%	94.7%
Average teacher salary	\$37,273	Up 1.4%	\$38,423	\$40,566
Vacancies for more than nine weeks	0.7%	N/C	1.0%	0.3%
Prof. development days/teacher	12.1 days	Up from 11.2 days	11.9 days	12.0 days
District				
Superintendent's years at district	6.0	Up from 5.0	3.5	3.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 22.4 to 1	19.5 to 1	21.0 to 1
Prime instructional time	88.2%	Down from 89.8%	88.2%	89.5%
Dollars spent per pupil*	\$7,002	Down 7.4%	\$8,610	\$7,217
Percent of expenditures for teacher salaries*	53.8%	Up from 52.9%	53.6%	55.6%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	83.6%	Down from 88.2%	93.9%	97.3%
Number of schools	5	No change	6	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.6%	No change	5.9%	4.3%
Average age in years of school facilities	33	No change	30	26
Number of schools with SACS accreditation	5	No change	5	8
Average administrator salary	\$60,586		\$65,649	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	16.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

Across the nation, schools and teachers face the challenge of delivering high-quality instruction leading to increased learning and higher achievement for today's students in order to meet the requirements of the No Child Left Behind legislation and to prepare them for the Information Age's global market place. In Marion School District Two, the challenge of equipping our 150 teachers in our five schools with more than just the essentials necessary for meeting these requirements continues to be one of the goals of the Mullins School District Board of Trustees. Although 40 percent of the families live below the poverty level and over 80 percent of our students qualify for free or reduced-price lunch and reside in a county that ranks near the top in the state in unemployment, our students continue to excel.

The successes of our students are attributed to the Mullins Community pulling together to promote a safe, positive, enriched learning environment by providing our educators with encouragement as well as financial support. Partnerships with businesses and industry that endorse our schoolwide Character Education program and provide tutorial assistance at several of our schools in the district are a few of the endeavors of the community that have added greatly to these accomplishments.

Annually, the Board of Trustees reviews the needs of the district and considers input from various community advisory councils as they endorse the district's update of the strategic and school renewal plans that focus on providing the scope and sequence of the initiatives of the district in the areas of academics, athletics and the fine arts. The Board's mission is to provide through these plans the basis for a well-rounded, quality education for all of the students of the school district and to provide the necessary resources in order to carry out the plans.

The Board's performance goal for student achievement of Marion School District Two is to be ranked in the top half of the state by the year 2010. With the continued support of the community, the dedication of our teachers and support staff and the hard work of our students, I feel we are on the right track to meet this goal!

R. Jerry Leviner, Ph.D., Superintendent